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ATTITUDE TOWARDS GIRLS' EDUCATION AND SOCIO-ECONOMIC STATUS OF A TRIBAL VILLAGE IN WB

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Abstract

The oldest inhabitants, the Austric ethnicity group, the original ancestors of India, the Tribal Groups have been assimilating with the mainstream society since Independence. On the basis of geographical area, there are 3 main zones of tribal inhabitants in India; 1. Central 2. North-North-East and 3. Southern. West Bengal as a part of Central zone, is the motherland of 40 Ethnic groups like Santal, Oraon, Munda with PVTGs like Toto, Birhor, Lodha. With the safeguards of Constitution of India, Governments have been continuously trying to development of this group. After Independence, the literacy rate, gender parity Index, socio-economic status have raised significantly with the help of different projects and opportunities. But yet there are lots of problems having their daily life like attitude of the mainstream society towards the tribal groups, slow work and ignorance in Govt. projects, traditional and cultural hindrances to development of the tribal groups. So, the present study wants to identify the present socio-economic status, parental attitude towards the girls' education and parental practice on girls' education of the tribal community in a village Bhudrubani(Bhurubani) of Jhargram Dist. The study is based on socio-economic survey and questionnaire on parent's attitude of their girls' education and the practice of girls' education.

Key words : Attitude, Girls' Education, Socio-Economic status, Santal

1. BACKGROUND OF THE STUDY:

It is our pride to see and interact with our mainland Indian people who have been cultivated their ancient nature even today with their own thought, lifestyle, belief, society and the last one but not the least that is their unique food habit. We can interact with the Austric blooded Homosapiens even today. The modern times Tribal groups in India having their unique culture have been trying to adjust and develop their life since Independence. The constitution of India provides the protection for the Tribal groups. These groups, who have been neglected centuries, are the original inhabitants of our sacred land. Different Five year plan recommended different policies to develop the Tribal people like developing their natural resources, welfare programmes, agricultural facilities, communication, health and education services, Tribal sub-plan strategy (1974-79) which has been made for the socio-economic development of the tribal people through organized economic planning. It was started with the abolition of princely states and the intermediaries in land to economic development, food security, minimal interference with market mechanism and Green Revolution.

There are mainly three Tribal zones according to geographical area of India; 1. North- North-Eastern with the states of Himachal Pradesh, Arunachal Pradesh, Meghalaya etc(Naga,Mizo,Khasi,Garo) 2. Central with the states Maharashtra ,Southern Rajasthan,MP,Bihar,WB(Oraon,Santal,Munda,Gond,Bhil) 3. Southern with the states Andhra Pradesh, Karnataka, Tamilnadu and Kerala(Chenchu,Gabada,Kadar,Toda). West Bengal as a part of Central zone, is the motherland of 40 Ethnic groups like Santal, Oraon, Munda with PVTGs like Toto, Birhor, Lodha. With the safeguards of Constitution of India, Governments have been continuously trying to development of this group. There are various Govt. Projects running like Kanyashree Prakalpa, SGSY [Swarnajayanti Gram Swarajgar Yojana] self-employment schemes of DRDC, Sarva Shiksha Abhiyan, Mid-Day meal Scheme etc. besides after Independence different projects starting from the First Five Year Plan Period by financial support, then Multipurpose Tribal Development Projects (MTDPs), Tribal Development Blocks (TBDs), Tribal Sub-Plan Strategy (TSP) was implemented by the Ministry of Education and Social Welfare. The PESA (The Panchayats Extension to Scheduled Areas) Act, 1996 and Right to Education (RTE) Act, 2009 were the most important act upon Tribal education and their development. Ashram schools and the Janshala Programme are also worked with the tribals group of India.

According to Census 2011, there are 48,55,115 rural tribal population out of 52,96,953. It consists of 8.6% of the total West Bengal population. In literacy, Paschim Midnapur(79.04%) rank 7 where, Kolkata rank (87.14%) first district, according to Census 2011 in WB. In spite of several development policies and programmes, according to different commissions and researches have showed, there are different problems raised in female education in the tribal groups like low socio-economic status, existing stereotypes, language problem, and problem with writing due to their oral culture. Besides, indifferent attitude of the parents to

their children's education and hardly effort of tribal teachers made the Tribal girls education unhealthy. At this point of view, researcher wants to find out the present day socio-economic status and female education of a village locating in the remote area of Jhargram District in West Bengal.

2. **STUDY AREA:** Far from the Kolkata, about 200 km distance and 39 km distance from Belda railway station, a small village with Tribal and Non-tribal communities, named Bhurubani, with 88 tribal families (SANTAL) and 568 tribal population. In this area, Santal community tribal group have been settled since 18th century. Out of 88 families, researcher has selected 15 families as sample of the study.

Table 1: Basic information about the study area, Bhudrubani, Jhargram (Source : Baligeria 10 no. GP)

Name of the Tribal Group	Address	Settlement establishment(Year & brief history)	Distance from District Headquarters(kms) and communication with	Nearest Railway Station(km)	Nearest bus stop	Distance from Police station and Block
SANTAL	Village - Bhudrubani (Bhurur bani) ,PO- Baligeria ,PS - Nayagram ,Dist - Jhargram, Pin- 721125	Around 1735 AD	87 KMs	Belda ,39KMs	Bhudrubani BuS Stops	Police Station - 14 KMs ; Block - 3 Kms
Any other caste settlement except tribal group	Total No of family settlement(tribal) in the area	Total Population of the group	Average Agricultural Land per family	Availability of Primary School	Availability of Secondary/Sr. Secondary School	Availability of College facility
SC, OBC, General	88 Families	568	2-4 Bigha Per family	Within 1 km	Within 3 kms	Within 5 kms
Availability of Health Facility(You can select more than one)	Transport facility(You can select more than one)	Availability of Drinking Water	Average Marriage age of the Girls	Govt. Projects helping Girls education	Girls facing problems on their education	
Primary Health Care, Hospital, Rural Doctors, Medicine shop	Bus, Railway, Auto, Toto	Submersible pump, Tube well, Well	15-18 yrs age	KANYASHRI Prokolpo	Problem with Backwardness in family and Pre -age marriage	

3. OBJECTIVES OF THE STUDY:

- To find out the socio-economic status of the tribal group
- The study the attitude of tribal parents toward their girls' education
- To identify the parental practices of girls' education of the tribal community

4. DELIMITATION OF THE STUDY:

The study is limited to Bhudrubani village under Jhargram dist. It is based on the sample of the 15 families out of 88 families of the Scheduled Tribe population on that village.

5. METHODOLOGY:

This study is based on survey research design in the village Bhudrubani (Bhururbani) under Jhargram Dist. in the families of the Santal Tribal Community. A self-made Survey form on socio-economic status and a questionnaire made on the basis of the questionnaire made by Akpede N, et al. (2018) are used to collect primary data on socio-economic status, attitude of the parents towards their girls' education and the girls' education practice of the Tribal community education.

6. **RESULTS:** Table 1 above shows the characteristics of the Age structures of respondents. Respondents in the age group 25 -59 years were the most represented (41%) and followed by those in the age group of 15-24 years (20%) with those aged 0-5 years with the smallest proportion (11%). It is also seen that almost every age group, the female ratio is more than male population, specially (23%) in 25-59 age group. If we see the educational status, there is the level of education of the female population is more good compare to the male population. Contribution to the community education, female contribution is highest in upto primary level(17.24%) and upto secondary level(12.64%), where in the opposite side of the picture, male contribution in UG(8.05%) and PG & Above(2.3%) educational level, is better than female education. It is also seen that no. of Illiterate in female population(8.05%) is poor than male(3.45%) to this community group. In the figure 2, it is clear that mostly girls' education is bound upto primary sector(31%) and upto secondary sector(23%). In the other side, upto UG(4%) and PG & Above(4%) levels are the poor situation in female education.

It is very clear that most of the family persons are based on cultivation (35.11%) and Agricultural labour/Migrant labour (25.95%). It is also seen that a big part of the population is engaged with Animal Husbandry(30.53%) which is not a professional or dominant work in their livelihood. Where, the population is non- dependent on selling on firewood(0%). Business(3.82%) and Service(4.58%) are the small sectors where the population is less engaged. In the other side, it is seen that except service sector, female participation in occupational structure is same or greater than male among all every sectors specially cultivation(19.85%) and animal husbandry(19.85%).

In the last section, female contribution of the working member(52.83%) and intensity of work in the marginal sector(50.94%) are more than the male. It also shows that intensity of work in the main sector of female (1.89%) is very much lower than the male(35.85%).

Table 1 : Socio-demographic status

	Variables	Female % (f)	Male % (f)	Total % (f)
	0-5	6.9(6)	4.6(4)	11.49(10)
Age Group	6 to 14	8.05(7)	5.75(5)	13.8(12)
	15-24	10.34(9)	9.2(8)	19.54(17)
	25-59	23(20)	18.39(16)	41.38(36)
	60 & Above	6.9(6)	6.9(6)	13.79(12)
	Total	56(49)	44(38)	100(87)
Educational Level	Illiterate	8.05(7)	3.45(3)	11.49(10)
	Upto Primary	17.24(15)	5.75(5)	23(20)
	Upto Secondary	12.64(11)	10.34(9)	23(20)
	Upto Sr. Secondary	9.2(8)	8.05(7)	17.24(15)
	Upto Undergraduate	2.3(2)	8.05(7)	10.34(9)
	PG & Above	2.3(2)	2.3(2)	4.6(4)
	Non school going age	4.6(4)	5.75(5)	10.34(9)
	Total Literacy	77.55(38)	78.95(30)	78.16(68)
Occupational Srtucture	Agricultural Labour/Migrant Labour	12.98(17)	12.98(17)	25.95(34)
	Cultivation	19.85(26)	15.27(20)	35.11(46)
	Animal Husbandry	19.85(26)	10.69(14)	30.53(40)
	Selling of Firewood	0	0	0
	Business	1.53(2)	2.29(3)	3.82(5)
	Service	0.76(1)	3.82(5)	4.58(6)
	Total	72(54.96)	59(45.04)	131(100)
Working Member		52.83(30)	47.17(26)	100(56)
Intensity Of Work	Main	1.89(1)	35.85(20)	37.74(21)
	Marginal	50.94(29)	11.32(6)	62.26(35)

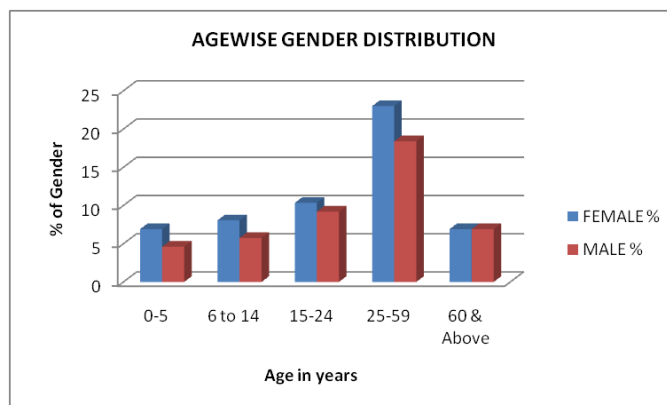


Figure 1 : Showing Age-sex pyramid of the tribal group

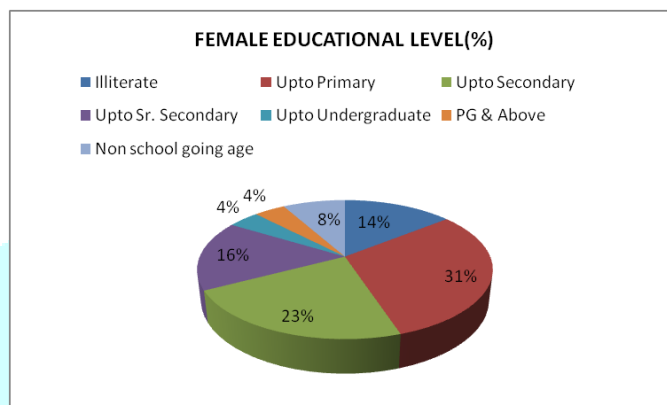


Figure 2 : Showing female participation in education.

In figure no 4, it shows that the most of the family income is in the range of below 5000(33%) and 20,000 to 40,000(33%) rupees per month. There is no family with the monthly income of above 40,000 Rs.

In table no 2, it shows that 14 families(93%) are dependent on female sharing upto 25% monthly income, where it goes up to 26(%) to 50(%) female sharing in one family only out of 15 family.

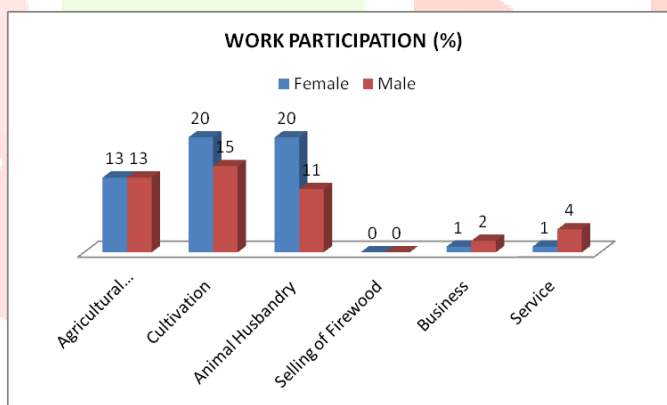


Figure3 : showing gender wise occupational structure

Table 2 : Income structure and female's contribution per family

	Variables	Frequency	%
Monthly Family Income	Below 5000	5	33.33
	5000 to 10,000	4	26.67
	10,001 to 20,000	1	6.67
	20,001 to 40,000	5	33.33
	Above 40,000	0	0
	Nil	0	0
Female sharing in family income	Below 25%	14	93.33
	26% to 50%	1	6.67
	51% to 75%	0	0
	Above 75%	0	0
	Nil	0	0

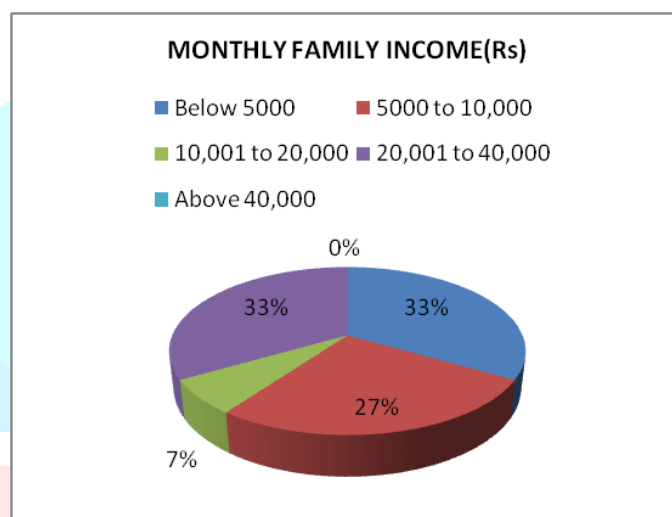


Figure 4 : showing category wise monthly income structure

Table 3 presents the results of specific aspects of attitude towards girls' education. Most (66.67) of the parents agreed that it was necessary to send girls to school even though they would eventually get married, only a few (6.67%) affirmed. Most (6.67%) agreed that there was need for girls to go to school and a larger proportion (67%) agreed that preference should be given to educating the males. Most (66.67%) disagreed that it was also important to educate the girls' with just 13.33% disagreeing. However, over 2/3rd (86.67%) of the respondent disagreed that girls' education is waste of time and money, where, 13.33% agreed with this. Mostly (66.67) thought there would be nothing change in that educating the girls' will increase their fight for gender inequality with (20%) disagreeing. 33.33% disagreed that girls and boys alike should be given equal educational opportunities with most 40% indifferent on this, 26.67% however agreed.

Table 4 shows the specific aspect of parental practice of girls' education. Most of the parents (86.67%) motivated the educational interest of the female children while 13.33% don't. Where, 93.33% of respondent's give preference to educating the males while only 6.67% don't. All parent (100%) send their girl to school . Mostly (93.33%) believe that parents in their neighborhood don't give equal educational opportunities to their

females compared to males. Below average (33.33%) would send their girls to school despite the fact that they will marry later in life with above average parents 66.67% who did otherwise

Table no 3 : Parental attitude towards their girls' education

Parent's Attitude towards girl child education	Variables	Frequency	Percentage(%)
It is necessary to send girls to school even though they will eventually get married	Strongly Agree	3	20
	Agree	10	66.67
	Indifferent	1	6.67
	Disagree	1	6.67
	Strongly Disagree	0	0
There is need for girls to go to school even though their husband will take care of them	Strongly Agree	0	0
	Agree	1	6.67
	Indifferent	8	53.33
	Disagree	4	26.67
	Strongly Disagree	2	13.33
Preference should be given to male child education	Strongly Agree	5	33.33
	Agree	8	53.33
	Indifferent	1	6.67
	Disagree	1	6.67
	Strongly Disagree	0	0
Educating girl child is important	Strongly Agree	0	0
	Agree	2	13.33
	Indifferent	3	20
	Disagree	10	66.67
	Strongly Disagree	0	0
Educating female children is a waste of time and money	Strongly Agree	0	0
	Agree	2	13.33
	Indifferent	0	0
	Disagree	13	86.67
	Strongly Disagree	0	0
It is better to spare the available money for boy's education	Strongly Agree	5	33.33
	Agree	9	60
	Indifferent	1	6.67
	Disagree	0	0
	Strongly Disagree	0	0
Educating a girl will increase their fight for gender equality	Strongly Agree	0	0
	Agree	2	13.33
	Indifferent	10	66.67
	Disagree	3	20
	Strongly Disagree	0	0
Girls should be provided with equal educational opportunities	Strongly Agree	0	0
	Agree	4	26.67
	Indifferent	6	40
	Disagree	5	33.33
	Strongly Disagree	0	0

Table no 4 : Parental Practice of girls' education

Practice of girl child education	Variables	Frequency	Percentage(%)
Number of females children of school going age in school	One	7	46.67
	Two	7	46.67
	Three	1	6.67
Do you motivate the educational interest in girl child	Yes	13	86.67
	No	2	13.33
Do you give preference to educating the boys	Yes	14	93.33
	No	1	6.67
Do your girls go to school often	Yes	0	0
	No	15	100
Do you educate your male children over the girls	Yes	14	93.33
	No	1	6.67
Do parents in your neighborhood prefer to educate their male children	Yes	14	93.33
	No	1	6.67
Will you send your girls to school even though they will marry	Yes	5	33.33
	No	10	66.67

DISCUSSION & CONCLUSION :

The informations and results show that the village is connected with roads and railway well. There are some basic facilities available as good health facilities like primary health centre, hospitals, rural doctors etc; availability of drinking water with submersible pump, tube well; schools and college under accessible communication; With the agricultural baseland with 2-4 bigha average cultivable land per family. Sex ratio of the area is good with 56% (49 female out of 87) female population. Age-sex pyramid shows a good picture with highest adult group (41%) and a healthy young group (20%). Sex ratio of the study area is **1289** female per 1000 males, where it is 950 in West Bengal and 943 in India in Census 2011. If we see the literacy of the study area, it is **78.16%** ST literacy where it is **58.96%** in India and **57.9%** in WB in 2011 census, while there was 8.53% ST literacy and 28.3% literacy (Total population) in India in 1961. Also it is seen that it is **77.55%** female ST literacy, **78.95%** male ST literacy in the study area where it was **47.7%** and **68.2%** respectively in WB ; **49.35%** and **68.53%** literacy respectively in INDIA according to 2011 census. It shows good literacy ratio compare to WB and India The total population literacy of India is 74.04% where male literacy is 82.14% and female 65.46%. So, the gap of literacy between ST and Total Population of India is decreasing. In spite of more illiterate and less college going female population, school going girls (39.08%) are more number than boys (24.14%). They have also different works area with a large number of female sharing (55%) in their occupational structure. It is good picture that there is no family which depends on selling of firewood. They are dependent on several works with most dependent on agricultural labour and cultivation. About 5% family depends on service sector, where female participation is less than 1%. About 60% family income is less than 10,000. Females of 14 families (93.33) supports by contributing upto 25% in their family income. , while 6.67% females supports upto 26% to 50%.

After the picture of parental attitude to their girls', it is clear that they depend on male than female in terms of higher education and preferences. They attitude to their girls' education limits upto school level as the age and money limit. In terms of motivating girls' educating and sending them to school, practice of girls' education is good but rest of responses shows that there are clear gender bias in practicing girls' education like after marriage education or education preferences. It will be helpful to the female

education with inspiring higher education starting by new projects like Kanyashree, in College and University level to solve pre-age marriage issue and after marriage education.

SUGGESTIONS FOR THE FURTHER STUDIES:

- The study on issues related to pre-age marriage of different tribal girl child
- Implementation of different projects on girl child education of the tribal groups
- Parental attitude towards female education in the different tribal groups
- The study on socio-economic status of literate female of the different tribal groups
- The study on Socio-economic status of different PVTG in WB

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